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CORRESPONDENCE STUDY EVALUATION PROJECT, STAGE 1.

BY- BALL, SANDRA J. AND OTHERS
WASHINGTON UNIV., SEATTLE

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AN ANALYSIS OF DATA COLLECTED FROM STUDENT REGISTRATION CARDS AND THE FORMULATION OF A STUDENT QUESTIONNAIRE CONSTITUTE THE FIRST PART OF A THREE-STAGE LONG-RANGE RESEARCH PROJECT TO EVALUATE A UNIVERSITY CORRESPONDENCE STUDY PROGRAM. THE DATA ANALYSIS DESCRIBES THE POPULATION OF CORRESPONDENCE STUDENTS IN TERMS OF RELEVANT INDIVIDUAL AND SOCIAL CHARACTERISTICS AND CORRELATES SOME OF THESE VARIABLES WITH COMPLETION OR NONCOMPLETION OF CORRESPONDENCE COURSES. THE VARIABLES ARE AGE, SEX, OCCUPATION, LEVEL OF EDUCATION, REASON FOR TAKING COURSE, GRADE TYPE OF COURSE, LEVEL OF COURSE, FORM OF FINANCIAL SUPPORT, TIME FOR COURSE COMPLETION, COURSE GRADE, AND EDUCATIONAL ATTENDANCE HISTORY. THE STUDENT QUESTIONNAIRE COVERS STUDENT ATTITUDES AND COURSE CHARACTERISTICS. A COPY OF THE QUESTIONNAIRE IS FOLLOWED BY DESCRIPTIONS OF ITS ITEMS. THE DOCUMENT INCLUDES SIX REFERENCES. (JA)

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CORRESPONDENCE STUDY EVALUATION PROJECT

Stage I

prepared for the

Faculty Council on Community Services

by

Sandra J. Ball
Han Yung Kim
Allan D. Olmsted

Research Consultants
Institute for Sociological Research
University of Washington

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SUMMARY

This summary, presented as a preview of the findings, is based on the modal category for each of the variables studied. When the distribution is bimodal, both of the categories will be included.

1. The age distribution of the sample is bimodal. The two largest age categories are those nineteen to twenty-six and those thirty-five years of age and over.

2. Slightly more males than females enroll in correspondence courses.

3. Students and nonprofessional people make up 70 per cent of the population studied.

4. Correspondence students in this sample have at least one year of university education in 79.8 per cent of the cases.

5. Education courses have the highest percentage of enrollments, followed closely by the physical and social sciences.

6. The majority of correspondence students enroll at the 100 or 200 course level.

7. The students in this study did not complete their course in 60.3 per cent of the cases. Among those who did complete, 49.3 per cent completed in the first six months after enrolling.

8. The majority of students (83.4 per cent) in the sample had taken no previous correspondence courses.

9. The two largest categories of the student-history variable are those who never attended the University of Washington and former UW students.

10. Nearly all of the students (87.6 per cent) in the sample registered individually, with no assistance from government agencies or veterans' benefits.

11. University credit is the largest single reason given for taking correspondence courses.

12. Students who withdraw and receive no grade are the largest category of the grade variable. Of those who complete, 31.4 per cent receive an A or a B grade.

Students who complete a correspondence course are likely to have the following characteristics: female, over thirty-one years of age, with at least 15 years of education. By occupation, the completers are students or teachers. They have had at least one previous correspondence course and are currently enrolled in an Education or Foreign Language course at the 200 level or higher.

Teachers enrolled in advanced Education courses to satisfy state teacher requirements are most like the above description. This group makes very successful use of correspondence courses.

Students who do not complete a correspondence course are likely to be male, under thirty years of age, and have less than two years of college education. Their occupations are military or nonprofessional, they have had no previous correspondence courses and have never attended the University of Washington. Courses at the 100 level in Business Administration or the Physical Sciences are a frequent choice for enrollment. The non-completing student gives general interest or unspecified "other" as a reason for enrolling in a correspondence course.

Students in the military, enrolled through USAFI, very closely follow the general description and seldom complete a correspondence course.

The factors which most apparently influence completion or non-completion of a correspondence course may be classified into individual characteristics and course characteristics.

The questionnaire presented in Section III of this report is designed to separate and analyze the influence of these divergent factors on correspondence studies.

The following sections present a detailed reporting of these findings.

Section I

INTRODUCTION

Background of the Research Project

This research report is the end product of two months of study contracted for by Correspondence Study with the Institute for Sociological Research, University of Washington. Preliminary discussions to determine long-range research evaluation of the Correspondence Study Program were held by Dean Schram (Dean of Continuing Education), Dean Wilkie (Director of Correspondence Study), Dr. Otto N. Larsen (Director of the Institute for Sociological Research), and research consultants from the Sociology Department.

As a result of these discussions, it was tentatively decided that The Correspondence Study Evaluation Project would consist of three separate research stages.[1] This research report culminates the research efforts of the first stage of the proposed three-stage project. The first stage of the research entails (1) an analysis of data collected by Correspondence Study in the form of student registration cards, and (2) the formulation of a student questionnaire to be employed in the second stage of the long-range research effort.[2]

Statement of the Research Problems

The concentration of research efforts was directed toward the analysis of two general research problems. These two research problems were viewed by the personnel of Correspondence Study and the research investigators as key issues to be studied in the data-analysis portion of stage one.

The first research problem is The Population-served Analysis. The central aim of the population-served analysis is to describe the

population of correspondence students in terms of relevant individual and social characteristics. The purpose of this descriptive analysis is to assess what population is seeking educational instruction through correspondence study. For example, one may want to know the distribution of correspondence students by age, occupational status, educational level, or sex. The result of a descriptive analysis of this sort is the construction of a profile of the correspondence student population by combining separate variables, such as age, sex, occupation, and educational level, into an over-all picture of typical correspondence students.

Once a descriptive profile is developed, Correspondence Study personnel have at their disposal a tool for further descriptive comparison of student populations. Some of the specific problems which may be investigated under the general problem of a population-served analysis are:

1. How does the correspondence-student population differ from (a) regular-day school students, (b) evening school students, or (c) correspondence students at other educational institutions?

2. Are there particular types of persons who are served by correspondence study?

3. Does correspondence study serve particular educational functions which are not or could not be served by other modes of educational instruction? For example, does correspondence study reach a population which could not and is not being served by regular-day or evening school?

4. Is correspondence study utilized at a particular point in the student's educational process, or do persons at all stages in the educational process utilize correspondence study to the same degree?

The second research problem in the data-analysis portion of stage one is an analysis of variables correlated with <u>completion</u> or <u>noncompletion</u> of correspondence courses. The crucial issue in this analysis is to locate

those variables, if any, which distinguish between students who complete correspondence course work and those that fail to complete. Once the identification of variables that are highly correlated with noncompletion and not correlated with completion has been made, then further efforts may be directed toward interpretation of the cross-classification correlations. For example, it could be that a particular age group accounts for most of the dropouts. Interpretation of this finding would entail providing a theoretical rationale for why a particular age group could be expected to have a high dropout rate. In formulating a theoretical rationale, the researcher would draw upon the relevant literature available and might employ statistical control techniques to further clarify his interpretation.

Some specific questions which may be posed under the general consideration of describing completers and noncompleters are:

1. What individual or social characteristics are most strongly associated with (a) completion and (b) noncompletion?

2. What course characteristics, such as type of course and level of course, are most strongly associated with (a) completion and (b) noncompletion?

3. What theoretical and empirical factors could be interpreted as causes of (a) completion and (b) noncompletion?

4. What are the significant policy implications of the analysis of completers and noncompleters? For example, how might the correspondence study program be changed in order to maximize individual student motivation, thus decreasing the dropout rate?

Thus, the two central problems for data analysis, (1) the population-served analysis and (2) the location of variable correlations and their interpretation for completer and noncompleter evaluation, lead to many specific subproblems. Some of these subproblems will be considered in this report, and others must be left for subsequent research efforts in

stage two and stage three. In addition to the limited time and scope of the stage-one data analysis, limitations inherent in the nature of the data compiled for registration records as well as for statistical analysis preclude an adequate appraisal of many interesting research questions. Hence, attention will now turn to describing the nature of the data available for analysis.

Nature of the Data

It must be noted at the outset that the nature and form of the data, once collected, determine to a great extent the nature and form of the data analysis which can conceivably be made. Thus, one of the first tasks of this research was to gain as much knowledge and familiarity with the data as possible in order to explore all possible alternative procedures for data analysis. It was necessary, then, to spend considerable time in this segment of the research project so that the two general research problems could be approached and assessed in the most appropriate and complete manner within the limitations of the data at hand.

The data made available to the three research consultants authoring this report consisted of all I.B.M. registration cards from 1958 to 1963. For the five-year period between 1958 and 1963, the number of cards totaled twenty thousand. In order for student registration cards to appear in the Correspondence Study dead files, a student must fall into one of the following categories: (a) officially dropped a course; (b) failed to complete course work within the two-year time limit; or (c) completed the course and received a course grade.

In order not to damage or mutilate cards used by the Correspondence Study for their records, a separate deck of cards was reproduced and used

for data analysis. The form of the I.B.M. cards used for registration in correspondence courses changed between the years 1962 and 1963. For purposes of saving time and avoiding confusion, it was apparent that only one form should be employed in the data analysis. It also was readily apparent that some sampling procedure would have to be employed to avoid the bulk and waste of working with twenty thousand cards. With these considerations in mind, two decisions had to be made and implemented before the research could proceed.

The first decision made was to work with only one form of the I.B.M. registration cards. The 1963 card form was selected. This selection was based upon two important points: (1) the card form for 1963 contained more information about each student, and (2) year 1963 was the most recent year available and this form is currently in use. All persons completing or failing to complete a course in 1963 appeared in the population analyzed.

The second decision made at this stage of the research was to draw a 25 per cent random sample from the 1963 population of students. The total number of persons in the 1963 student population was approximately four thousand. Thus, a 25 per cent random sample amounted to one thousand persons. It should be noted that the sample consisted of persons, not registration cards. The reasoning behind sampling persons is that students may complete or fail to complete many more than one course during 1963. Thus, sampling bias was avoided by treating each individual as a single case, regardless of how many cards that individual had in the 1963 dead file.

The selection of the random sample was made by utilizing a table of random numbers. The advantage of drawing a sample randomly is that time and efficiency are gained with no information loss. The 25 per cent

random sample is, within a known probability of error, representative of the whole 1963 student population. All data results obtained by analysis of the sample may be generalized to the whole population. The methodological basis for drawing such a large sample was to insure the smallest possible random error or sampling bias.

Variables Employed in Data Analysis

Careful consideration was made to extract as much meaningful information as possible from the registration cards. In the original research proposal, five variables were specified for data analysis (sex, level of education, age, reason for taking the course, and occupation). In addition to these basic and important variables, seven more variables were considered in the actual analysis. A thorough examination of past research literature specifically dealing with correspondence study guided the selection of additional variables.[3] If the information was available on the registration cards, and if past educational, psychological, or sociological literature indicated that a variable was closely related to the educational process in correspondence study, then the variable was included in the data analysis.

Although the subsequent addition of new variables involved re-coding and re-punching of cards, the information gained by their inclusion warranted the effort.

The following 12 variables constitute the basis of the data analysis and interpretation of variable inter-correlations which will be discussed in subsequent sections of this report.

1. Age
2. Sex
3. Occupation
4. Level of education
5. Reason for taking the course
6. Course grade
7. Type of course
8. Level of course
9. Form of financial support
10. Time for course completion
11. Course grade
12. Educational attendance history

Section II

DATA ANALYSIS AND INTERPRETATION

In order to perform a data analysis with the 12 variables investigated in this stage of the research, a cross-correlation computer program was utilized. This computer program provides the following information: (1) how the population distributes itself over the categories for each of the 12 variables; (2) what proportion of the population falls into the categories for each variable; and (3) measures of association for all possible zero-order combinations of these variables.[4] (All computer output will be turned over to Correspondence Study personnel for reference and future use.)

A procedure for the location and selection of the most interesting and important findings was developed as an organizing principle for the following discussion. In focusing attention upon the two central aims of the data analysis, description of the population served and location of characteristics distinguishing noncompleters and completers, the following procedure for analysis and presentation was employed:

1. Each variable is described separately in terms of the frequency or percentage of the population falling into each category. Inspection of each frequency distribution will provide a description of the population served by correspondence studies.

2. If a frequency distribution is heavily skewed (the bulk of the population falling into one or two adjacent categories), then further investigation of this variable was judged necessary. Further investigation entailed examining the correlation of this variable with all other variables, with particular attention paid to it's relationship to completion or noncompletion. When appropriate, control by subdivision was made in order to further specify the nature of the relationship.

3. If one or more variables exhibited a clear association with tendencies for completion or noncompletion, then an interpretation was made of why this finding would or would not be expected.

In addition to the analysis of the central research questions, considerable effort was made to evaluate how correspondence studies are utilized by the regular-day student population at the University of Washington. For all University of Washington students graduating in June, 1965, an assessment was made of the educational functions actually served by correspondence study for this one population subgroup. These findings will be presented in the latter portion of this section.

The criteria for selection and presentation of the material below were (a) to present the most interesting and key findings and (b) to do so in an organized manner. In the discussion of each variable, the finest or most specific categorization of variables used in the data analysis will be presented; however, in the discussion of each variable, categories may be collapsed in order to obtain the clearest distribution tendencies.

Variable 1: Age

Table 1

DISTRIBUTION OF THE SAMPLE BY AGE

Age Categories	Per Cent
0-18 years	0.9
19-22	23.4
23-26	32.4
27-30	8.7
31-34	9.0
35 and over	25.6
(N = 1,000)	100.0

The frequency distribution by age is marked by a bimodal concentration into categories of persons between nineteen and twenty-six years, and persons thirty-five years of age and over. Thus, 55.8 per cent of the population are between nineteen and twenty-six years of age, and 25.6 per cent are over thirty-five.

In comparison with the age distribution of undergraduate students at the University of Washington in 1963, correspondence students have a decidedly older age distribution (see Table 2). This is most apparent when noting that 86.3 per cent of regular-day University of Washington students are under twenty-four years of age, while only 3.7 per cent are over thirty-five. The relatively heavy concentration of correspondence students into the thirty-five-and-over category is a major distinguishing characteristic of the population served by correspondence study as compared with the population served by regular-day studies at the University of Washington.

Table 2

AGE COMPARISON OF REGULAR-DAY AND CORRESPONDENCE STUDENTS

Correspondence Students (1963)		Regular-day Students* (1963)	
Age Categories	Per Cent	Age Categories	Per Cent
0-18 yrs.	0.9	0-18 yrs.	.8
19-22	23.4	19-21	70.0
23-26	32.4	22-24	15.5
27-30	8.7	25-29	7.6
31-34	9.0	30-34	2.3
35 and over	25.6	35 and over	3.7
(N = 1,000)	100.0	(N = 16,436)	100.0

*Source: Enrollment Statistics, Colleges and Universities, State of Washington in 1963, Washington State Census Board.

In light of possible implications for broader aspects of the correspondence study program of serving a comparatively older population, a more detailed analysis of the thirty-five-and-over age category was called for. Hence, those persons thirty-five years of age or over will now be considered separately in order to specify their distribution by (a) sex, (b) occupation, and (c) reason for taking correspondence course work.

It is already clear by statistical comparison and knowledge of age-specific norms of educational instruction that persons over thirty-five years of age enrolled in college credit courses are deviating from normal patterns of educational progress. In discussing this subgroup of persons served by correspondence study, Peterson has suggested three possible reasons why persons thirty-five and older may seek instruction in correspondence study: (1) full-time jobs prevent them from attending any other form of educational instruction; (2) desire or necessity of furthering professional qualifications related to their occupations (e.g., teachers meeting course-work requirements, technicians updating their skills, or persons needing a college degree for occupational advancement); and (3) general interest in nonvocational education for its own sake.[5] It is the aim, then, of this specific analysis to provide a more thorough examination of the nature of this subgroup, and to identify educational goals which are being facilitated by correspondence study for persons thirty-five years of age or over.

Table 3

DISTRIBUTION OF CORRESPONDENCE STUDENTS, THIRTY-FIVE YEARS OF AGE AND OVER, BY SEX

	Per Cent
Male	42.0
Female	58.0
(N = 235)	100.0

Females account for 16 per cent more of the population of persons thirty-five years of age and over than do males. The most interesting point here is that this is a reversal of the sex distribution for persons under thirty-five years of age (see Table 8). Since there is a sex differential, identification of persons by sex is maintained in the following consideration of the occupational distribution of persons thirty-five and over.

Table 4

DISTRIBUTION OF CORRESPONDENCE STUDENTS THIRTY-FIVE YEARS OF AGE AND OVER BY OCCUPATION AND SEX

Occupation	Per Cent Male	Per Cent Female
UW students	0.0	2.2
Other students	9.1	14.0
Teachers	25.2	47.0
Other professional	6.1	0.7
Nonprofessional	52.4	19.1
Military service	7.1	0.0
Housewife or no job	0.0	17.0
(N = 235)	100.0	100.0

There is a striking concentration of females thirty-five years of age and over in the occupational category of teachers (47 per cent). It may be assumed that a major educational goal being facilitated for these females is the fulfillment of course requirements necessitated by their occupation. Specification of how other occupational categories of females utilize correspondence study will be clarified in Table 5.

Males thirty-five years of age and over also make use of correspondence study for the fulfillment of course requirements related to their occupation as teachers. The greater number of females using correspondence study for this purpose may be accounted for by the simple fact that

there are more females than males in the teaching profession. However, the heavy concentration of males in the nonprofessional occupations (52.4 per cent) indicates that correspondence study is being employed, to a considerable degree, for occupational re-training or updating of occupational skills. Supplementary information may be gained by examining the reasons given by males and females over thirty-five years of age for enrolling in correspondence courses.

Table 5

DISTRIBUTION OF CORRESPONDENCE STUDENTS THIRTY-FIVE YEARS OF AGE AND OVER BY REASON FOR ENROLLMENT AND BY SEX

Reason for Enrollment	Male		Female		Total
	Number	Per Cent	Number	Per Cent	Per Cent
University credit	56	57.0	84	62.0	60.0
Teaching credit	22	22.0	23	16.9	19.0
General interest	16	16.0	15	11.0	13.0
Other	4	4.0	10	7.3	6.0
No response	1	1.0	4	2.8	2.0
Total (N = 235)	99	100.0	136	100.0	100.0

The large majority of males (57 per cent) and females (62 per cent) state their reason for enrolling in correspondence courses is to earn university credit. At first glance, there appears to be a discrepancy between the implications drawn on the basis of the occupational distribution and given reasons for course enrollment in that only 16.9 per cent of the females and 22 per cent of the males state that they enrolled to obtain a teaching certificate. However, the former conclusions were drawn for persons already having a teaching certificate. Thus, it is likely that correspondence study facilitates the attainment of a teaching certificate as well as providing a means for teachers to fulfill occupation-related requirements.

In any case, it is interesting to note that 79 per cent of the total population of correspondence students over the age of thirty-five intend to earn university credit (inclusive of teaching certificate). This finding tends to refute the contention that all older persons seeking educational instruction are "culture vultures" in that only 13 per cent of the total population state that they enrolled for purposes of general interest only.

If, as the data consistently indicate, correspondence study is being utilized for occupational advancement by both males and females thirty-five years of age and over, then it should follow that this subgroup of the population would be more highly motivated to complete correspondence course work. This logical extension of the data is supported by the data presented in Table 6.

Table 6

COMPARISON OF AGE AND COMPLETION RATE IN CORRESPONDENCE COURSES

Age	Per Cent Completing	Per Cent Not Completing	Total Per Cent
34 and under	34.0	66.0	100.0
35 and over	57.0	43.0	100.0

(N = 235)

Thus, age is positively associated with completion; or, persons thirty-five years of age and over are more likely to complete correspondence courses than persons under thirty-five. However, a more fruitful explanation of this fact has been gained by incorporation of simultaneous consideration of age, sex, occupation, and reason for enrollment. An individual's age has broad implications for his occupational status; and, an individual's sex determines to some extent one's occupation. Having

a nonstudent occupation has implications for greater motivation, based upon financial and familial responsibilities, for completion of correspondence courses.

Variable 2: Sex

Table 7

DISTRIBUTION OF SAMPLE BY SEX

	Per Cent
Male	56.3
Female	43.7

One of the most important implications of sex in regard to enrollment in correspondence studies is the multi-faceted effects of differential sex roles upon: (1) motivation for course enrollment and completion; (2) time available for study; and (3) occupational necessity for course completion. The major effect of sex is generally contingent upon marital status in that unmarried males and females may perform similarly, while married females may differ considerably from married males on the basis of the differential necessity for completion of correspondence course work.

As a result of the form of the registration cards, knowledge of marital status was available for females only. The nature of the information for females was crude in that only a distinction between Miss and Mrs. was called for, eliminating important distinctions between females presently married, divorced, widowed, or separated. Consequently, marital status could not be employed as a variable in this analysis. Thus, the present analysis is severely handicapped by not being able to examine whether or not differential enrollment and completion of correspondence courses by sex is explained by differential marital status.

In the total population, there are significantly more males (65.3 per cent) than females (43.7 per cent). The following table provides a description of the total population in terms of age and sex categories.

Table 8

DISTRIBUTION OF TOTAL CORRESPONDENCE STUDENT POPULATION BY SEX AND AGE

Age	Per Cent Male	Per Cent Female	Total Per Cent
0-18 years	0.3	0.6	0.9
19-22	23.4	11.3	23.4
23-26	21.2	11.2	32.4
27-30	6.2	2.5	8.7
31-34	5.2	3.8	9.0
35 and over	25.6	14.3	25.6
(N=1,000)	56.3	43.7	100.0

The age characteristics of the correspondence student population have been noted. Well over one-half of the population (55.8 per cent) consists of persons of normal college age, i.e., between nineteen and twenty-six years of age. A plausible explanation for the fact that more males (33.3 per cent) in the normal college age category utilize correspondence study than females (22.5 per cent) may be that the only educational instruction available to men in the military service is correspondence study.

We have seen that age is positively associated with completion of correspondence courses. Now, attention will turn to a consideration of the nature of the association of sex and completion of courses within the prescribed two-year time limit.

Table 9

DISTRIBUTION OF TOTAL CORRESPONDENCE STUDENT POPULATION BY SEX AND COMPLETION RATES

	Per Cent Completion	Per Cent Non-completion	Total Per Cent
Male	33.4 (N=188)	66.6 (N=375)	100.0 (N=563)
Female	47.8 (N=209)	52.2 (N=228)	100.0 (N=437)
			(N=1,000)

For the population as a whole, the dropout or noncompletion rate is quite high (60 per cent). Of the one thousand persons constituting the random sample of persons registering for correspondence courses, only 397 persons completed their courses within the two-year time limit, and 603 persons did not complete. Although the completion rate is higher for females (47.8 per cent) than for males (33.4 per cent), neither completion rate is very high.

Variable 3: Occupation

Table 10

DISTRIBUTION OF CORRESPONDENCE STUDENT SAMPLE BY OCCUPATION

Occupation	Per Cent
UW student	10.1
Other student	31.1
Teacher	18.9
Other professional	1.4
Nonprofessional	30.4
Housewife, no job	8.5
	100.0

The largest occupational categories of persons served by correspondence study are University of Washington and other students (41.2 per cent) and nonprofessionals (30.4 per cent). It may be

reasonably assumed that persons stating their occupation as students are utilizing course credit toward attaining the educational goal of a college degree. Nonprofessionals, as has previously been assumed, may be utilizing correspondence course work for occupation-related training and advancement.

The next largest occupational category is that of teacher (19.9 per cent). Possible reasons for teachers enrolling for correspondence study have already been discussed. However, this group of persons has proven to be a most interesting one in the over-all data analysis. It has been shown that there are more female teachers than male, and that females, in general, have a higher completion rate. In addition to a description of how the population distributes itself over all occupational categories, it is important to know how successful the three major occupational categories are in correspondence study.

Table 11

OCCUPATION AND RATE OF COURSE COMPLETION

Occupation	Per Cent Completion	Per Cent Noncompletion
Nonprofessional	29.0	71.0
Student	36.5	63.5
Teacher	65.1	34.9
Other	57.0	43.0
(N=1,000)		

It is clearly evident from the data presented in Table 10 that: (1) nonprofessionals are not successful or do not complete correspondence course work to a large degree (71 per cent); (2) students have a slightly higher noncompletion rate (63.5 per cent) than the population as a whole (60 per cent); and (3) teachers are the most successful

occupational category with a completion rate of 65.1 per cent. Hence, one of the major educational functions which correspondence study is serving successfully is providing teachers with the opportunity to fulfill occupation-related requirements for maintenance and advancement of the teaching position.

In the analysis of persons thirty-five years of age and over, it was suggested that nonprofessionals seeking re-training or updating of occupational skills would be highly motivated to complete course work. However, nonprofessionals do not perform successfully in correspondence course work as clearly exhibited by a noncompletion rate of 71 per cent. This rate is considerably higher than the over-all noncompletion rate. Possible explanations of this seemingly contradictory evidence may be: (1) males, in general, have a higher noncompletion rate, and 69 per cent of the nonprofessionals are male; (2) nearly one-half (47.2 per cent) of the nonprofessionals are twenty-six years of age or younger, while for the population as a whole, age is positively related with completion; or (3) nonprofessionals may be highly motivated, but not have the time to perform successfully in course work. A full explanation of this finding must await further research.

Variable 4: Level of Education

Table 12

DISTRIBUTION OF THE SAMPLE BY LEVEL OF EDUCATION

Level of Education	Per Cent
High school graduate	20.8
1-2 years of college	29.2
3-4 years of college	35.5
More than 4 years of college	14.5
(N=1,000)	100.0

The distribution of the sample by level of education indicates that correspondence study is used by 79.2 per cent of the sample to further their university training. Of the sample, 20.8 per cent are using correspondence study to extend their education past the high school level.

Table 13

OCCUPATION OF CORRESPONDENCE STUDENTS WITH 13-16 YEARS OF EDUCATION

Occupation	Number	Per Cent
Regularly enrolled student	276	49.0
Other	292	61.0
	568	100.0

Table 13 shows that 276 (49 per cent) of the correspondence students with 13-16 years of education are currently enrolled as university students; thus, 27.6 per cent of the total sample are using correspondence study to supplement day courses.

The remaining 292 students (29.2 per cent of the total sample) are using correspondence study to continue their university education while working at other occupations.

Level of education is directly related to course completion vs. noncompletion (Table 4). Although the per cent completion drops off slightly for the 17-years-of-education-and-over category, in general, the higher the level of education, the higher the percentage of students who complete their course.

Table 14

LEVEL OF EDUCATION AND COMPLETION RATE

Level of Education	Per Cent Completion	Per Cent Noncompletion	Total Per Cent
0-12 years	23.1	76.9	100.0
13-14	32.5	67.5	100.0
15-16	52.0	48.0	100.0
17 years and over	48.2	51.8	100.0

Variable 5: Type of Course

Table 15

DISTRIBUTION OF SAMPLE BY TYPE OF COURSE

Type of Course	Per Cent
Social Science	18.0
Physical Science	20.4
Business Administration	10.3
Foreign Language	9.8
Humanities	17.5
Education	24.0
(N=1,000)	100.0

The categories in Table 15 were defined as follows:

The Social Science category includes all courses in Anthropology, Economics, History, Archaeology, Sociology, Political Science, and Psychology.

The Physical Science category includes all courses in Mathematics, Chemistry, Engineering, Geology, Geography, and Architecture.

The Humanities category includes all courses in English, Philosophy, Drama, Art, Religion, and Music.

The Business Administration, Foreign Language, and Education categories include all courses offered by these three departments.

Table 16

COMPARISON OF COURSES OFFERED AND COURSES TAKEN, BY TYPE OF COURSE

Type of Course	Courses Offered	Courses Taken
Social Science	14.0	18.0
Physical Science	8.7	20.4
Business Administration	10.1	10.3
Foreign Language	34.4	9.8
Humanities	24.2	17.5
Education	8.6	24.0
	100.0	100.0

With the exception of Business Administration, there are wide discrepancies between the type of course offered by the Division of Correspondence Study and the type of course taken by the sample correspondents.

At one extreme, Education courses constitute 8.6 per cent of all courses offered and 24 per cent of the sample enroll in Education courses. At the other limit, 34.4 per cent of the total course offerings are of the Humanities type, but only 9.8 per cent of the sample enroll in this area (Table 16). There is a very low relationship between the services offered and the population served, by type of course.

The type of course taken has a definite influence on the percentage of completions versus noncompletions.

Table 17

TYPE OF COURSE AND COMPLETION RATE

Type of Course	Per Cent Completion	Per Cent Non-completion	Per Cent Total
Social Science	39.4	60.6	100.0
Physical Science	30.4	69.6	100.0
Business Administration	24.3	75.7	100.0
Foreign Language	40.8	59.2	100.0
Humanities	27.4	72.6	100.0
Education	62.9	37.1	100.0

Per cent completion ranges from a high of 62.per cent for Education to a low of 24.3 per cent for Business Administration.

Variable 6: Course Level

Table 18

DISTRIBUTION OF THE SAMPLE BY COURSE LEVEL

Course Level	Per Cent
100	43.9
200	22.7
300	15.4
400	18.0
(N=1,000)	100.0

The course level variable also showed a discrepancy between services offered and services used (Table 19).

Table 19

COMPARISON OF COURSES OFFERED AND COURSES TAKEN, BY COURSE LEVEL

Course Level	Per Cent Courses Offered	Per Cent Courses Taken
100	25.2	43.8
200 - 400	74.8	56.1
	100.0	100.0

Table 19 indicates that 25.2 per cent of the courses offered serve 43.8 percent of the sample.

Table 20

LEVEL OF COURSE AND COMPLETION RATE

Course Level	Per Cent Completion	Per Cent Non-completion	Total Per Cent
100	29.4	70.6	100.0
200	39.2	60.8	100.0
300	39.0	61.0	100.0
400	66.1	33.9	100.0

There is a positive relationship between course level and completion, indicating that the more experience a student has with a subject, the greater the probability the current correspondence course will be completed.

Variable 7: Time for Completion

Table 21

DISTRIBUTION OF THE SAMPLE BY TIME FOR COMPLETION

Time for Completion	Per Cent
1-6 months	19.8
7-12 months	8.5
13-18 months	4.9
19-24 months	6.5
Noncompletion	60.3
(N=1,000)	100.0

There is such a large number of cases (60.3 per cent) in the noncompletion category that inference from the distribution in Table 21 is difficult. For this reason, completions versus noncompletions are discussed with each variable.

Table 22 shows the distribution of time for completion for the 397 cases in which the course was completed.

Table 22

DISTRIBUTION OF COURSE COMPLETIONS BY TIME FOR COMPLETION

Time for Completion	Per Cent
1- 6 months	49.3
7-12 months	21.7
13-18 months	12.4
19-24 months	16.6
(N=397)	100.0

Table 22 indicates that the students who complete a course are most likely to do so within the first 12 months of enrollment (71 per cent).

Variable 8: Number of Previous Correspondence Courses

Table 23

DISTRIBUTION OF THE SAMPLE BY NUMBER OF PREVIOUS CORRESPONDENCE COURSES

Previous Courses	Per Cent
0	83.4
1	8.4
2	3.8
3	2.3
4	2.1
(N=1,000)	100.0

At least three 5-credit courses are necessary to compile enough correspondence credits to substitute for one quarter of regular enrollment at the University. From Table 23 it appears that less than 5 per cent of the sample have taken sufficient correspondence credits to make such a substitution.

This corresponds with the findings in the following discussion on the use of correspondence credit by University of Washington graduates

While some correspondence credits are used for attaining a university degree, they seldom substitute for actual attendance at a university.

There is a direct relationship between having taken one or more correspondence courses, and course completion (Table 24).

Table 24

PREVIOUS CORRESPONDENCE COURSES AND COMPLETION RATE

Previous Courses	Per Cent Completion	Per cent Non-completion	Total Per Cent
0	37.3	62.7	100.0
1	61.8	38.2	100.0
2	67.7	32.3	100.0
3	63.2	36.8	100.0
4	64.7	35.3	100.0

Only 37.3 per cent of the students taking their first correspondence course completed the course. Among the students with one or more previous correspondence courses, 61.8 to 67.7 per cent completed their current course.

There are two apparent reasons for this difference. First, the first course may develop the skills necessary for completing a correspondence course. Second, the first course may be a test which sorts out those students who have the characteristics which lend themselves to success in correspondence courses.

Variable 9: Former Student History

Table 25

DISTRIBUTION OF SAMPLE BY FORMER STUDENT HISTORY

Student History	Per Cent
Never UW student	36.4
UW day student	14.0
Former UW day student	37.0
Former correspondence student	7.9
Former evening student	4.7
(N=876)	100.0

(No information on 124 cases)
The distribution of UW day students (14.4 per cent) is very close to that reported for UW graduates (11.5 per cent).

This variable produces a completion distribution which is difficult to interpret (Table 26). The students who have had previous correspondence courses show the lowest completion (26.8 per cent), and former evening students have the highest completion (72.5 per cent).

Table 26

FORMER-STUDENT HISTORY AND COMPLETION RATE

Student History	Per Cent Completion	Per Cent Non-completion	Total Per Cent
Never UW student	34.2	65.8	100.0
UW day student	43.7	46.3	100.0
Former UW student	45.4	54.6	100.0
Former evening student	72.5	27.5	100.0
Former correspondence student	26.8	73.2	100.0

Table 26 does suggest that previous classroom experience may assist a student to complete a correspondence course, while no previous experience, or correspondence course experience only, do not provide such assistance.

Stage II analysis by questionnaire will provide information on student characteristics to test such a suggestion.

Variable 10: Type of Registration

Table 27

DISTRIBUTION OF THE SAMPLE BY TYPE OF REGISTRATION

Registration	Per Cent
Individual	87.6
USAFI	12.4
	100.0

It should be noted that the USAFI type of registration is also an occupation category. That is, all individuals registered by this agency are currently members of the armed forces.

The completion rates shown in Table 28 cannot be interpreted solely on the basis of differences due to type of registration fee. Because the completion rate is so low, questionnaire data from USAFI students should provide valuable insights on occupational factors forcing a student to drop a correspondence course.

Table 28

TYPE OF REGISTRATION AND COMPLETION RATE

Registration	Per Cent Completion	Per Cent Non-completion	Total Per Cent
Individual	42.4	57.6	100.0
USAFI	21.0	79.0	100.0

The distribution in Table 28 may also have an effect on our earlier findings. Of the USAFI students in the sample, 99.5 per cent were male. The high percentage of noncompletions in this category may be due to occupational factors, but they also lower the male completion rate for the total sample, thus biasing the distribution of completions by sex (Table 9).

Variable 11: Reason for Correspondence Study

Table 29

DISTRIBUTION OF THE SAMPLE BY REASON FOR CORRESPONDENCE STUDY

Reason	Per Cent
University credit	76.3
State teaching requirement	12.0
General interest	7.5
Other	4.2

The distribution in Table 29 provides further information for two other discussions in this report.

First, Table 10 showed that 18.9 per cent or 189 students in this sample are teachers. Of these, one hundred and twenty students (63.5 per cent of all teachers in the sample) are using correspondence courses to satisfy requirements which are vital for their careers.

Second, although 76.3 per cent of the correspondence courses are taken for university credit, only 11.5 per cent of the graduate sample use correspondence credit toward their degree requirements (Table 33). Evidently, many of the credits provided by correspondence study are not used to achieve a degree.

Table 30

REASON FOR TAKING COURSE AND COMPLETION RATE

Reason	Per Cent Completion	Per Cent Non-completion	Total Per Cent
University credit	38.0	62.0	100.0
State teaching certificate	61.7	38.3	100.0
General interest	29.3	70.7	100.0
Other	26.2	73.8	100.0

The teaching requirements for the state of Washington may be considered the most specific reason for taking a course, and general interest and "other" the least specific reason. If this assumption is

tenable, Table 30 indicates that the more specific the student's reason for taking a course, the greater the probability that the course will be completed.

Variable 12: Grade

Table 31

DISTRIBUTION OF THE SAMPLE BY GRADE

Grade	Per Cent
A	16.0
B	15.3
C	7.2
D	1.2
E	0.0
Incomplete (no grade)	60.3
(N=1,000)	100.0

The incomplete category in Table 31 is too large to allow a proper examination of the distribution of those students taking a course.

The distribution in Table 32 gives a more accurate representation among the students completing courses, all received passing grades. This would indicate that some of the noncompleters are those who dropped the course rather than fail it. The high percentage of A and B grades indicates a high achievement level for those who do complete a course.

Table 32

GRADE DISTRIBUTION OF COURSE COMPLETERS

Grade	Per Cent
A	40.1
B	38.3
C	18.3
D	3.3
E	0.0
(N=397)	100.0

University of Washington Graduates

University credit is given as the goal of 76.3 per cent of the correspondence student sample. The following describes how this credit is used by UW graduates. These data were collected by the Department of Correspondence Study from the transcripts of all June, 1965, UW graduates.

Table 33

USE OF CORRESPONDENCE CREDIT BY STUDENT HISTORY

	Entered UW as Freshmen		Entered UW as Transfer Students		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Used correspondence courses for credit towards degree	100	5.9	94	5.6	194	11.5
Did not use correspondence courses for credit toward degree	834	48.8	691	39.7	1,495	88.5
	924	54.7	785	45.3	1,698	100.0

As the table above shows, 11.5 per cent of the graduating students used correspondence course credit toward their degree. Of this total, 5.6 per cent were transfer students and 5.9 per cent entered the UW as freshmen.

Ninety-four out of 785, or 12.0 per cent of the total transfer students, used correspondence credits for their degree requirements. One hundred out of 924, or 10.8 per cent of the total UW freshman enrollees, similarly used correspondence credits.

The above comparisons indicate that there is no difference between transfer students and UW freshmen in amount of correspondence credits used toward a degree.

Table 34

USE OF CORRESPONDENCE CREDIT BY AREA OF STUDY

Area of Study	Graduates Using Correspondence Credit		Graduates Not Using Correspondence Credit	
	Number	Per Cent	Number	Per Cent
Natural Science	65	10.8	539	89.2
Social Science	27	8.9	276	91.1
Humanities	42	13.9	260	86.1
Business Administration	20	8.4	207	91.6
Architecture	1	3.7	26	96.3
Education	30	20.5	116	79.5
Language	9	11.2	71	88.8

Using the figure of 11.5 per cent of the graduates using correspondence credit as a base, it is apparent that Education students are relatively large (20.5 per cent) users of correspondence credit while taking a university degree. Similarly, Architecture students are low in the per cent taking correspondence credit (3.7 per cent). The remaining five areas vary slightly around the base figure but do not indicate any marked difference from the base.

Table 35

USE OF CORRESPONDENCE CREDIT TOWARD DEGREE, BY AGE

Age	Used for Credit		Did Not Use for Credit	
	Number	Per Cent	Number	Per Cent
19-21 years	48	24.6	343	23.1
22-25	108	55.4	930	62.6
26-28	13	6.7	100	6.7
29-31	10	5.1	50	3.4
32 and over	19	9.7	63	4.3
	195	100.0	1,486	100.0

Two differences in age occur between those graduates who used correspondence courses and those who did not. First, there are slightly more correspondence users age twenty-nine years and over. Second, there

are slightly more nonusers in the age category of twenty-two to twenty-five years. This is in accord with the earlier findings of this report.

Table 36

USE OF CORRESPONDENCE CREDIT TOWARD DEGREE BY CUMULATIVE GRADE POINT AVERAGE

	Used Credit		Did Not Use Credit	
G.P.A.	Number	Per Cent	Number	Per Cent
2.0 - 2.4	57	28.2	370	25.0
2.5 - 2.9	82	40.6	627	42.4
3.0 - 3.4	49	24.3	393	26.5
3.5 - 4.0	14	6.9	91	6.1
	202	100.0	1,481	100.0

No significant difference in G.P.A. appears between correspondence users and nonusers.

Table 37

USE OF CORRESPONDENCE CREDIT TOWARD DEGREE BY SEX

	Used Credit		Did Not Use Credit	
	Number	Per Cent	Number	Per Cent
Male	75	38.6	867	58.0
Female	119	61.3	628	42.0
	194	100.0	1,495	100.0

There is a clear sex differential in correspondence use toward a university degree. Female users account for 61.4 per cent, while only 42 per cent of the nonusers are female. This may be confounded by the area of study. Education, a heavy user of correspondence courses, has 67 female graduates to seven male graduates.

Of the 1,698 students in this sample, only six completed more than ten hours of correspondence credit. This indicates that correspondence credit is seldom used as a substitute for a full quarter of day-class enrollment. This conclusion is in agreement with the findings which are presented under Variable 8.

In conclusion, UW graduates who use correspondence credits are slightly older than those who do not, and are concentrated slightly in Education. No other differences are found among the June, 1965, graduating class.

Section III

PRESENTATION OF THE QUESTIONNAIRE RECOMMENDED FOR STAGE-TWO ANALYSIS

Section II terminates the data analysis and interpretation portion of stage one of this report. The specific concern of this section of the report is to present and describe the questionnaire which has been constructed as a recommended data-collection instrument for stage two of the over-all research effort.

The following considerations entered into the selection of questions composing the questionnaire schedule: (1) inclusion of variables found to be significant in stage one; (2) inclusion of relevant variables suggested in reports of past research; and (3) development of a flexible and clear questionnaire. It is likely that Correspondence Study personnel will wish to add to or delete some portions of the questionnaire. The questionnaire was constructed according to the researchers' perception of what the Correspondence personnel want or need to know about correspondence students, and is subject to incomplete or incorrect perception on the researchers' part.

Recommended Procedure for Questionnaire Administration

Presently Enrolled Students

There are several different ways by which data on correspondence students could be collected. For the primary and specific purpose of data collection in stage two, a questionnaire could be mailed to every presently enrolled correspondence student. Typically, the return rate on mail-back

questionnaires is quite low, such that a 40 per cent return rate from a first mailing is considered excellent. There are numerous techniques in the art of questionnaire formulation and administration which have been shown empirically to increase the return rate on mail-back questionnaires. For example, a colorful stamp, an enclosed formally addressed envelope, simple wording, interesting and clear question format, and an introduction to the questionnaire eliciting personal interest and involvement in important scientific research will increase the probability of a high return rate. For obvious reasons, it is more advantageous for data collection to take place during the regular school year, not during the summer months.

If it is found that the number of correspondence students enrolled during stage two is too large, then random sampling procedures might be employed. In any case, once data on enrolled students is available, a more comprehensive analysis may be made of factors associated with many interesting research problems. Some of the specific problems posed in Section I of this report may be examined directly and thoroughly. A central portion of an analysis attempting to assess why some persons are successful in correspondence study and others are not successful lies in the realm of attitudes. A student's attitude toward (a) education in general, (b) his or her educational ability, (c) educational goals, or toward (d) correspondence study, may have considerable effect upon the student's motivation or performance in correspondence study. Hence, a researcher employing the questionnaire presented here, or a similar one, may follow students to their completion or noncompletion

of correspondence courses, and then make numerous attitudinal and other comparisons in order to formulate an explanation of differential performance.

However, it may be that individual characteristics and attitudes do not account for differential success in correspondence study. It may be that course characteristics alone, or in conjunction with individual attitudes, account for student performance. In order to allow for measurement of this possible occurrence within the scope of the questionnaire, questions directly assessing course characteristics have been included. The following potential explanations of student performance based upon course characteristics could be examined:

1. Do some instructors give proportionately higher or lower grades than fellow instructors in that course?
2. Does student performance vary by level of course (100-400)?
3. Do some instructors, regardless of type or level of course, communicate more successfully than others with their students? For example, does more and quicker feedback from the instructor aid the students' performance in course work?
4. Are there particular types of courses in which students perform proportionately higher or lower with regard to grade?

Future Data Collection

The questionnaire presented in this report has been developed to maximize research efficiency and flexibility. As noted on the questionnaire schedule, the questionnaire may be used for two separate but related purposes: (1) data collection for present enrollees (Questions 1-47), and (2) continuous data collection for new enrollees (Questions 1-22). Thus this questionnaire may be utilized on two

different populations without any more revision than mimeographing some questionnaires through Question 22 and the rest through Question 47.

If Correspondence Study personnel see an advantage or purpose in knowing why and what type of individual has decided to enroll for correspondence study, the new enrollees' questionnaire form could be administered as part of the registration process. In this manner, information would be available on the total population of new enrollees without encountering the return problems of mail-back questionnaires.

Subsequently, the entire questionnaire schedule could be administered on the same population at a later date in their progress in correspondence study. Thus, the over-all research effort builds up by over-time measurement of the same student population.

The Questionnaire

In an over-time research effort, such as the one proposed in the original research proposal, it is extremely important that subsequent researchers be able to pick up where former researchers have left off with as much understanding and with as little difficulty as possible. Toward this end, an addendum has been included for the aid of future researchers' understanding of (a) the intent or purpose of each question asked, and (b) what variable is being assessed (operationalized) by each question.

STUDENT QUESTIONNAIRE

Correspondence Study

1. Age_____

2. Sex: Male Female

3. Circle the last year of education completed:

12 13 14 15 16 17 or more

4. Marital Status: Single___; Married___; Divorced___; Widowed___; Separated___

5. Where are you presently residing?_____
(City) (State) (Country)

6. What is your present occupation? (Be specific)_____

7. Will the correspondence course(s) in which you are presently enrolled aid you in advancing your salary or position in this occupation? (Check one)

_____(a) Definitely will help
_____(b) Probably will help
_____(c) Probably will not help
_____(d) Definitely will not help

8. Have you ever been enrolled in: (Check those that apply)

_____(a) Regular-day session (UW)
_____(b) Evening classes (UW)
_____(c) Regular-day session at another university (four-year institution)
_____(d) Regular-day session at a junior college
_____(e) Evening classes at another university
_____(f) Correspondence study at another university (four-year institution)

9. Are you now enrolled in: (Check those that apply)

_____(a) Regular-day session (UW)
_____(b) Evening classes (UW)
_____(c) Regular day session at another university (four-year institution)
_____(d) Regular-day session at a junior college
_____(e) Evening classes at another university
_____(f) Correspondence study at another university (four-year institution)

10. How many credit hours of correspondence course work have you completed at the University of Washington or any other four-year institution? (Circle reply)

None 1-20 21-40 41-60 61-80 81-100 hours

How important were each of the following factors in your decision to enroll for correspondence study? (Circle one number on the scale below for each item.)

	Not at all important	Of little importance	Important	Very important
11. General interest in particular course material.....	1	2	3	4
12. Attain transferable college credit toward a degree.....	1	2	3	4
13. Unable to attend regular-day courses..	1	2	3	4
14. Leeway of a two-year time limit for completion of course work.....	1	2	3	4
15. Quality of instruction in correspondence study.....	1	2	3	4
16. Course work needed for retraining or updating knowledge in your occupation.	1	2	3	4
17. Availability of course work required for teaching certificate.....	1	2	3	4

18. Would you presently be able to attend the University of Washington as a full-time day student?

____Yes ____No

19. If you answered No to Question 18, check those items below which make you unable to attend the University of Washington on a full-time basis.

____(a) Family responsibilities
____(b) Full-time employment
____(c) Geographic location
____(d) Financial cost of enrollment
____(e) No intention of obtaining a college degree
____(f) Military service
____(g) Full-time course work not needed
____(h) Other (Please specify)_____

_____

20. Do you plan to obtain a college degree? (Check one)

____(a) Definitely
____(b) Probably
____(c) Undecided
____(d) Definitely not
____(e) Already have a college degree

21. Do you intend to enroll for more correspondence courses in the future? (Check

____(a) Definitely
____(b) Probably
____(c) Definitely not
____(d) Don't know

22. What courses, if any, would you like to have offered for correspondence study?

(a)_____

(b)_____

(c)_____

Use space below for comments.

In this section, you will be asked to give your personal opinions about the correspondence course(s) in which you are presently enrolled.

If you are enrolled in two courses, complete all questions for each course separately.

If you are enrolled in one course only, then skip those questions under the section headed "Course Two."

COURSE ONE

23. _____
(Course title and number)

24. _____
(Course instructor)

25. _____
(Number of assignments you have completed.)

For this course only, do you feel that the course assignments are:
(Circle one number on the scale below for each item.)

26.	Not at all interesting	1	2	3	4	5	Very interesting
27.	Not at all stimulating	1	2	3	4	5	Very stimulating
28.	Don't provide a clear understanding of the subject matter	1	2	3	4	5	Do provide a clear understanding of the subject matter

For this course only, do you feel that your instructor:
(Circle one number on the scale below for each item.)

29.	Takes too long to mail back assignments	1	2	3	4	5	Mails back assignments quickly
30.	Does not make clear and helpful comments	1	2	3	4	5	Makes clear and helpful comments
31.	Does not show interest in your progress	1	2	3	4	5	Shows much interest in your progress

COURSE TWO

32. _____
(Course title and number)

33. _____
(Instructor)

34. _____
(Number of assignments you have completed)

For this course only, do you feel that the course assignments are:
(Circle one number on the scale below for each item.)

35. Not at all interesting	1	2	3	4	5	Very interesting
36. Not at all stimulating	1	2	3	4	5	Very stimulating
37. Don't provide a clear understanding of the subject matter	1	2	3	4	5	Do provide a clear understanding of the subject matter

For this course only, do you feel that your instructor:
(Circle one number on the scale below for each item.)

38. Takes too long to mail back assignments	1	2	3	4	5	Mails back assignments quickly
39. Does not make clear and helpful comments	1	2	3	4	5	Makes clear and helpful comments
40. Does not show interest in your progress	1	2	3	4	5	Shows much interest in your progress

The following items ask you to describe your over-all personal and academic experience in correspondence study at the University of Washington.
(Circle one number on the scale below for each item.)

41. Personally not rewarding	1	2	3	4	5	Personally rewarding
42. Inferior educationally	1	2	3	4	5	Superior educationally
43. Impersonal association with the Univ.	1	2	3	4	5	Personal association with the Univ.
44. Not a beneficial learning experience	1	2	3	4	5	Very beneficial learning experience
45. Unmotivating experience	1	2	3	4	5	Highly motivating experience

46. From the following list, select the three items which you dislike most about your own experience in correspondence studies at the University of Washington. Put the code letter of the item you dislike most on the line opposite No. 1, the second most disliked opposite No. 2, and the third most disliked opposite No. 3.

(a) Lack of contact with your instructor.

(b) Lack of contact with the UW. 1._____

(c) Course text and assigned materials.

(d) Having to send in and receive course assignments by mail. 2._____

(e) Insufficient feedback or comments by instructors on your performance. 3._____

(f) No feeling of personal reward upon completing an assignment.

(g) Lack of classroom atmosphere and discussion.

(h) Low motivation to complete course assignments quickly.

(i) Other (specify_____

_____)

47. From the following list, select the three items which you like most about your own experience in correspondence studies at the University of Washington. Place the code letter of the item you like most on the line opposite No. 1, the second most liked opposite No. 2, the third most liked opposite No. 3.

(a) Chance for individual initiative in the learning process. 1._____

(b) Convenience of not having to attend regular classes.

(c) Two-year time period in which to complete the course. 2._____

(d) Being able to earn college credit without disruption of family and job responsibilities. 3._____

(e) Ability to keep one's mind stimulated in courses of general interest.

(f) Able to work toward a teaching certificate.

(g) Opportunity for job re-training or updating of occupational skills.

(h) Other (specify_____

_____)

Addendum

Questions 1-6: (1) Age, (2) Sex, (3) Level of education, (4) Marital status, (5) Residence, and (6) Occupation.

These variables, with the exception of marital status and residence, were asked on the registration cards and were analyzed in the stage-one data analysis. The importance of these objective variables lies in providing a basis for population description and in noting the implications of different variable configurations upon an individual's experiences and performance in correspondence study. For example, marital status may be a crucial variable to consider because of the differential contexts of study for married and single persons. Knowledge of the residential distribution of correspondence students would also be valuable information.

Question 7: Facilitation of occupational advancement

This item would provide a basis for testing the reasonable assumption that persons perceiving correspondence as a direct and concrete aid in their occupational advancement will perform well and complete courses. The empirical finding in the stage-one data analysis that persons utilizing correspondence study as a means to attaining a state teaching certificate are proportionately better performers supports this assumption. However, it would be interesting to know if persons seeking facilitation of other occupational goals are also better performers.

Questions 8 and 9: Educational background

Questions 8 and 9 simply give a more complete history of the student's past and present educational experiences than obtained by the information on Correspondence Study registration cards.

Question 10: Correspondence study background

Information obtained by this question may be used to test the assumption that: the more experience and successful completion of correspondence courses, the more likely it is that the student will complete and perform well in present correspondence courses.

Questions 11-17: Factors influencing enrollemnt in correspondence study

In order to empirically determine if Correspondence Study is serving educational needs that could not be served by regular-day or evening study, it is necessary to ascertain a range of factors influencing enrollment in correspondence courses. Responses to this question will provide a basis for identifying the educational needs of the correspondence-student population. In this case, scale response categories are preferable to dichotomous Yes-No categories because it allows for response in terms of degrees of importance.

Questions 18 and 19: Factors inhibiting full-time university attendance

These two questions serve to supplement the information gained in Questions 11-17. For each individual respondent, then, the researcher would know the factors entering into the choice to enroll in correspondence study, whether or not that individual could enroll as a full-time University of Washington student, and if not, what factors prohibit such enrollment.

Question 20: College degree intentions

One potential concrete use of correspondence study, facilitation of occupational advancement, has been considered. Another, and possibly the most common, use of correspondence study is to further the student's progress toward a college degree. The nature of the use of correspondence study toward different ends may lead to differential student performance.

Questions 21 and 22: Future use of Correspondence Study.

These questions may provide Correspondence Study personnel with more detailed knowledge of future enrollment and the course needs of enrolled students.

(End of New-enrollee Questionnaire)

(Continuation of Present-enrollee Questionnaire)

Questions 23-31: Attitude toward course and course instructor.

This section of the questionnaire calls for responses on a wide range of course characteristics such as: (a) type of course, (b) level of course, (c) attitude toward and evaluation of course-specific assignments, and (d) attitude toward and evaluation of course instructor. With this information in hand, a researcher would be able to answer the research questions suggested on page 34 concerning course characteristics.

Questions 32-40: Attitude toward course and course instructor.

If the respondent is enrolled in two courses, the same information will be available as obtained in Questions 23-31. It may be of interest to make comparisons between the student responses for the two courses to determine if there is congruence of response or if there is variation in attitude by type of course or instructor.

Questions 41-45: Personal and academic satisfaction with correspondence study.

One of the most common problems mentioned in discussions of correspondence study programs is that of student alienation or sense of isolation and personal dissatisfaction. These questions, then, are directed toward measurement of the general level of personal and academic satisfaction on correspondence students at the University of Washington. If a high level of dissatisfaction is found, implications for policy changes may be drawn.

Questions 46 and 47: Specific location of factors bringing satisfaction and dissatisfaction.

Questions 46 and 47 supplement the information elicited in Questions 41-45 by locating specific sources of satisfaction and dissatisfaction in the student's experiences with correspondence study at the University of Washington. If University of Washington correspondence students exhibit a high degree of alienation, the reduction of this alienation might be achieved by establishing a policy of quarterly face-to-face contact between instructor and student.

(End of Questionnaire)

General Remarks

This questionnaire schedule, in present or modified form, alleviates the majority of restrictions and limitations encumbent upon the stage-one data analysis presented in this research report. A major advantage of multi-stage research is that the knowledge gained from a previous stage may be directly employed to correct problems encountered, and to substantively guide subsequent research stages. It has been the intent of the research consultants authoring this report to maximize this advantage in the construction of the questionnaire schedule, and in the suggesting of specific research problems for stage two of the research effort.

Thus, descriptive empirical findings have been presented and interpreted, a data-collection instrument has been constructed and discussed, and guidelines for future research have been suggested. However, decisions involving implications for policy or program changes within the Correspondence Study must await a more thorough assessment of the relationship between student educational functions served by correspondence study and the educational functions served by correspondence study in the total university structure.

Footnotes

[1]Larsen, Otto N., Alvarez, Rodolfo, and Olmsted, A.D., "Feasibility Report Correspondence Evaluation Project," Institute for Sociological Research Document, University of Washington, p. 3.

[2]Ibid., p. 5.

[3]Brough, H. L., and Lovelace, Walter B., "Extension Divisions Consider Some Common Problems," Adult Leadership, April, 1962, pp. 293-309; Childs, Gayse B., "An Analysis of Certain Factors Which May Affect Completion in Supervised Correspondence Study," The Journal of Experimental Education, Vol. 32, Number 1, Fall, 1963, pp. 101-105; Peterson, A. D. C., "A University of the Air?" University Quarterly, March, 1964, pp. 180-187; Sjogren, Douglas D., "The Influence of Varied Teacher Behavior on Performance in Correspondence Study," The Journal of Experimental Education, Vol. 32, Number 1, Fall, 1963, pp. 81-83; Stein, Leonard S., "Why No Correspondence Courses?" Adult Education, Autumn, 1960, pp. 49-59.

[4]Zero-order correlation simply means that two variables are cross-classified without any form of control.

[5]Peterson, A. D. C., "A University of the Air?" University Quarterly, March, 1964, p. 181.